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| **Strategy** | **Interesting Notes** |
| **“Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine.** Make the space aesthetically pleasing and designate learning areas to guide children’s constructive, self-initiated play. Choose developmentally appropriate materials organized for exploration to ensure successful learning experiences for all children. Plan a predictable daily routine that promotes self-regulation; limits transitions, and offers a balance of active and quiet activities, individual and group experiences” (PCF, Vol. 3, p. 76). |  |
| **“Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts.** Display posters with pictures illustrating steps for positive action throughout the environment (such as “Gentle hands, Emilia. See [pointing to the rule poster], our rule is ‘be gentle’”). Use picture cards in different contexts with children to help them recall and apply appropriate social norms (such as “Look. Wait.” [Child looks and points at a picture of child waiting for a turn.] “Yes, it’s time to wait. It will be your turn to wash hands next”). Coach children and provide prompts to prepare them for success (such as “I can tell you are excited for our walk to the park. Remember, we hold hands together on our walk. Ask Liam, ‘May I hold your hand?’”). When commenting on appropriate behavior, link the behavior to the rule or expectation (such as “Wow, you handed her the block so carefully. Way to use gentle hands!”). For more information about resources for teachers of children with disabilities or other special needs, see appendix D of the California *Preschool Curriculum Framework, Volume 1.* For more information about strategies to support children who are English learners, see chapter 5 of the *California Preschool Curriculum Framework, Volume 1”* (PCF, Vol. 3, p. 76). |  |
| **“Utilize books to build on the children’s ability to empathize and extend care to others.** Stories can promote positive values such as cooperation, generosity, kindness, compassion, and interdependence. Read stories and engage children in conversation about the content. Help them extend ideals described in text and illustrations into their own lives and social experiences” (PCF, Vol. 3, p. 77). |  |